

The Classical Outlook

VOLUME XXVII

NOVEMBER, 1949

NUMBER 2

THE SECRET BALLOT

BY WILLIAM C. McDERMOTT

University of Pennsylvania

IN THE last presidential election, Governor Warren was a noteworthy example of good humor and imperturbability whether under attack by the opposing party or surrounded by crowds of supporters. He illustrated well one of Cicero's suggestions for men in public life. "We must practice affability and a certain high-mindedness among people who are free and have equal rights at law, lest we develop a useless and hateful ill-temper by becoming angry at those who approach us unseasonably or make impudent requests of us" (*De Officiis* 1, 88). However, he became angry when a photographer snapped his picture while he was in the polling booth. He insisted that the negative of the picture be destroyed. His argument was that it was the privilege of voters to cast their ballots in absolute secrecy.

The use of a genuinely secret ballot in the United States received impetus late in the nineteenth century, when widespread corruption and open intimidation made it a necessary reform. Paper ballots had long been used instead of *viva voce* voting, but theft of ballots, "chain-voting," and "straight arm voting," with party ballots of distinctive colors cast under the eyes of party captains, made real secrecy impossible. The solution was the "Australian" ballot, printed by the government, numbered, marked in the polling booth, folded, and placed in the ballot box. This was first used in Louisville, Kentucky, in 1888, and was introduced in 1889 in Massachusetts by a law passed the year before. Within the next generation it was almost universal, and "forced the purchaser of a vote to trust the honesty of the man whom he was paying to be dishonest" (J. P. and R. F. Nichols, *The Republic of the United States*, II, New York, 1942, p. 194). By now its value as an instrument of the popular sovereignty is widely accepted by democratic countries. For this development see G. H. Haynes, "Ballot," *Cyclopedia of American Government*, I, New York, 1914, pp. 100-104; H. F. Gosnell, "Ballot," *Encyclopaedia of the Social Sciences*, II, New York, 1930, pp. 410-412.

The same struggle for the secret ballot took place in the Roman as-

ARE YOU REPRESENTED?

Many classical associations which are entitled to representation on the Council of the American Classical League may be unaware that they have the right to such representation. The Constitution of the League, Article IV, Section 2, states:

"Any association, national, regional, state, or local, wholly or mainly devoted to the promotion of classical studies, and enrolling from one hundred and fifty to one thousand persons in its membership, shall have the right to appoint annually one representative to the Council, with an additional representative for every five hundred members in excess of one thousand, provided that no association may have more than three representatives."

Officers of organizations to which this section applies are invited to communicate with Professor Henry C. Montgomery, Miami University, Oxford, Ohio, the Secretary-Treasurer of the American Classical League.

semblies. Until the second century B.C., voting was *viva voce*. Four *leges tabellariae* were then passed which gave secrecy to the voting (Cicero, *De Legibus* 3, 35-36). These four were the Gabinian law of 139, which provided for the ballot (*tabella*) instead of the vote by voice (*vocis suffragium*) in the election of all magistrates; the Cassian law of 137, in trials before the assembly except on a charge of treason; the Papirian law of 131, in votes on legislation; the Coelian law of 107, in trials for treason. Each voter was given two inscribed tablets, one of which he deposited as his vote and the other as his rejected action. The passages (*pontes*) through which he walked when he deposited his tablets were made narrow by the Marian law in 119, so that his ballot could not be seen (*ibid.* 38). For legislation, the affirmative tablet was inscribed VR (*uti rogas*, "as you propose"), the negative A (*antiquo*, "I reject"). In judicial cases the affirmative ballot was inscribed C (*condemno*, "I convict"), the negative A (*absolvo*, "I

acquit"). In elections the names of the favored candidates were inserted on a blank ballot. For methods of voting see F. F. Abbott, *A History and Description of Roman Political Institutions*, 3rd edition, Boston, 1911, pp. 229, 255 f.

Sometimes difficulties were encountered. In 61 B.C., when a law was proposed before the *comitia tributa* by the consul Piso, providing for the trial of Clodius for sacrilege, "the gangs of Clodius had seized the voting passageways, and the ballots were handed out in such a way that no affirmative ballots (*uti rogas*) were distributed" (Cicero, *Ad Atticum* 1, 14). Again, when shortly before his death Caesar deposed two tribunes who had shown signs of opposition (Dio, 44, 9-10; Suetonius, *Julius*, 79, 1), the voters at the next election, under protection of the secret ballot, registered a protest. "After the removal of Caesetius and Marullus as tribunes, many votes were found at the next elections of men who voted for them as consuls" (*Julius*, 80, 3; cf. Dio, 44, 9, 3; 10, 1-3; 11, 4). These elections were the consular elections held early in 44, at which Hirtius and Pansa were elected as consuls for 43.

In the Senate, as we might expect, the secret ballot was never used under the republic. Under the emperors, even after the elections of magistrates were transferred to the Senate by Tiberius (Tacitus, *Annales*, 1, 15), the secret ballot was used for only a short time under Trajan. The adoption of this measure is described by Pliny the Younger in a letter to Maesius Maximus (*Epist.* 3, 20): "In those votes taken in public and openly we had surpassed even the license of public assemblies. We did not observe the allotted time for speaking, the moderation of silence, or even the good manners of remaining seated. Loud, confused shouts arose from all sides, and everybody kept running around with his own candidates . . ." (3, 20, 3-4). "The corruption engendered by unrestrained favoritism impelled us to the secret ballot as a remedy. For a time this was clearly a remedy, for it was new and suddenly imposed. But I am afraid lest, as time passes, vices will arise from the very remedy. For there is a danger that impudence may creep into the secret votes. How many men have the same care for honor in sec-

ret as in public? Many fear ill repute, few conscience" (3, 20, 7-8). His fears were justified because, as he tells the same friend later, "at the next election many jests and obscenities were found on certain ballots, on one indeed fictitious names instead of the names of the candidates. The Senate was inflamed with anger . . . Such great license does the faith that 'no one will know' inspire in evil minds" (4, 25, 1-4). In this deliberative body a division (*discessio*) was more normal and more effective. In the words of the presiding consul: "Let those who agree with this proposal go to that side, let those who favor any other, to this side" ("Qui hoc censetis, illuc transite, qui alia omnia, in hanc partem," Festus 261).

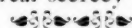
However, if we turn back to the discussion of the secret ballot in Cicero's dialogue "On Laws," in which it is treated in detail, we find that he disapproved of most of its features. Among his proposed laws was the following: "When votes are taken for election of magistrates, for trials before the assembly, for legislation, let them be known to the aristocrats, and free to the common people" ("creatio magistratuum, iudicia populi, iussa vetita quom suffragio cosciscuntur, optumatis nota, plebi libera sunt," 3, 10; cf. C. W. Keyes, *AJP* 42, 1921, pp. 314-315). This is amplified in later discussion by Marcus, Quintus Cicero, and Atticus (3, 33-39). Atticus not unreasonably said that he wasn't sure what the law meant. After a protest from Quintus, Marcus said: "I am of the opinion, which I know has always been yours, that nothing is better than a voice vote" (" . . . nihil . . . in suffragiis voce melius," 3, 33). Cicero then puts in Quintus' mouth a long attack upon the secret ballot, which includes the account of the passage of the *leges tabellariae*. The basis of this attack is that the innovation deprived the aristocracy of its influence. Quintus also recalled that Marcus Cicero, their grandfather, had opposed the passage of such a law at Arpinum, and that when Marcus Aemilius Scaurus, consul in 115 and 107, censor in 109, and *princeps senatus* from 115, heard of the action of the elder Cicero, he praised him in these words: "Marcus Cicero, I wish that you had preferred to act with such spirit and courage in the greatest state rather than in a municipality" (3, 36). Atticus gave his full assent to Quintus' point of view: "No democratic measure ('nihil . . . popolare') has ever pleased me, and I say that that state of affairs is the best which this consul set up, namely under the

control of the aristocrats" (3, 37). It is interesting to recall that Atticus after an absence in Greece of over twenty years had returned to Rome in time to assist his friend Cicero in the canvass for the consulship and to support him by aid and advice during his consulship. Atticus' Epicurean aversion to participation in public affairs was thus laid aside because of his affection for Cicero and because of his approval of Cicero's political position.

In this dialogue Cicero put in the mouths of his brother and his best friend the most extreme form of the aristocratic opposition to the secret ballot. He himself did not wholly subscribe to this point of view, although he was much closer to the aristocratic point of view than to the democratic. Since Cicero's inclination to look at both sides of the question often baffled even his intimate friends, we can imagine what effect it had on the unbending Cato and the politically naive Pompey. It is this factor which has prevented a whole school of historians (*sub duce Mommseno*) from understanding Cicero. In this dialogue, it must have amused Cicero to put into the mouth of Atticus a subtle misinterpretation of his consulship.

Marcus' reply is rather brief (3, 38-39). "As I see it, you have turned down my law without a ballot (' . . . legem antiquastis sine tabella') . . . Nevertheless I grant this liberty to the people in such a way that the aristocracy (*boni*) shall have and use authority . . . This law contains the opinion that all the laws which have been passed to protect the voter from being accosted or questioned or having his ballot examined should be repealed . . . If these laws were against bribery, as they ordinarily are, I do not blame them . . . Let the people have their ballot as a guard of their liberty, provided that the ballot may be shown and freely exhibited to the best and most authoritative citizens ('optimo cuique et gravissimo civi'), so that there may be freedom in this, too, namely that the common people receive the power of honorably pleasing the aristocrats (*bonis*) . . . Wherefore by my law the appearance of liberty is granted, the authority of the aristocracy (*bonorum*) is retained, and cause for strife is eliminated." Actually the phraseology of the law is ambiguous and we may complain of it at the end of the discussion, as Atticus did at its beginning. The "liberty" of the common people is ill-defined. Although at one place Cicero seems to say that the plebeian voter would have a choice as to whether he would show his ballot to any aristo-

crat or not, actually the law means that a voter was required to show his ballot to any aristocrat on demand, and Marcus' solution is from the democratic point of view no better than that of Quintus. In this dialogue Cicero is speaking of a ruling class (*optimates, boni, optimi*) which is truly composed of the "best men." In practice in his day Rome was an oligarchy ("the rule of the few") rather than an aristocracy ("the rule of the best"), and none knew it better than Cicero. This conflict between theory and practice accounts for a solution of the problem of the secret ballot which is a compromise wholly opposed to real secrecy in voting.



GOETHE AND THE CLASSICS

BY EMORY E. COCHRAN

Fort Hamilton High School, Brooklyn, N. Y.

THE GREAT German poet Goethe (1749-1832), whose bicentennial is being commemorated widely this year—notably in Aspen, Colorado, June 27-July 16—was an excellent linguist. Latin, which he began to study at the age of eight, was the basis for all his foreign language studies. His skillful teacher Sherbius was a theological candidate and the son of a Turk. The method of instruction first employed was to teach grammar by means of rhymed couplets. This system was in vogue long after Goethe's death, and also characterizes early Latin grammars for English-speaking students, e. g.:

"From *nemo* you should never say
Neminis or *nemine*.
 If these cases you would show,
 Use *nullius* and *nullo*."

Young Goethe, however, soon showed distinct aversion to grammatical rules: "Rules seem ridiculous since there are so many exceptions which have to be learned in addition." His teacher, consequently, gave the boy ample opportunity to write original Latin compositions, which he executed in correct and even graceful Latin.

The classical simplicity and charm of the young poet's German-Latin dialogues, e. g. "Wolfgang und Maximilian" and "Pater et Filius," are of a type that characterizes many of Goethe's works of later years. The great influence of Latin on his style cannot be denied.

Both Goethe and his father before him traveled extensively in Italy. As a result of these travels, the Goethe house in Frankfurt-am-Main was stocked with paintings, busts, and

THE CLASSICAL OUTLOOK

Entered as second class matter Oct. 7, 1936, at the post office at Oxford, Ohio, under the act of March 3, 1879.

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SUBSCRIPTION \$1 PER YEAR. Annual fee of \$1 for membership in American Classical League includes subscription to THE CLASSICAL OUTLOOK

Published monthly, October to May inclusive, by the American Classical League, Miami University, Oxford, Ohio
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books reminiscent of ancient Greece and Rome. The atmosphere, therefore, in which the young boy grew up was most conducive to an appreciation of the classics. Goethe's father even kept his account book in Latin (*liber domesticus*)!

At a very early age Goethe wrote a sort of novel, consisting of imaginary letters, in seven languages—Latin and Greek, and five modern languages! The boy's early exercises in composition, translation, and dictation are preserved in a bound volume, *Labores Iuveniles*, which shows that his Latin was better than his Greek.

NOTES AND NOTICES

The Classical Association of the Atlantic States will meet, in conjunction with the Middle States Association of Colleges and Secondary Schools, at the Chalfonte-Haddon Hall Hotel in Atlantic City, N. J., on November 26, 1949. The Executive Committee will meet on the afternoon of November 25.

During the summer, conferences, institutes, and workshops of interest to teachers of the classics were held at Miami University, Oxford, Ohio; the University of Arkansas; the University of Iowa; the University of Kentucky; the University of Michigan; the University of Pittsburgh; Saint Louis University; and the College of William and Mary.

In May, nine senior high-school students submitted to a public oral examination on the whole of the *Aeneid*, at Regis High School, in New York City. The examiners were six college professors, and their questions covered

the whole field of the poem and its background. The "Vergil Symposium," as the examination is called, is a tradition at the high school. The boys study the *Aeneid* in their free time, without credit, under the direction of George J. McMahon, S. J.

Teachers of the classics will find interesting the following notes in *The Modern Language Journal* for January, 1949: "Redeeming the Unserved in English by Foreign-Language Applications"; "Dependence of Our Modern-Language Teaching on Latin Equipment"; "Order in Language Study"; and "Appeal for the Cooperation of English with Foreign Languages." They are all by A. M. Withers. Professor Withers is also the author of "Delinquency in English," in the *Journal of Higher Education* for April, 1949, and "Latin the Reducer of Education," in the *Association of American Colleges Bulletin* for May, 1949.

HISTORY REPEATS
ITSELF: LIVY
AND MR. PITT

By MARY JOHNSTON

MacMurray College, Jacksonville, Illinois

The Younger Pliny tells us (*Epist.* ii, 3, 8) that a man once came from Cadiz to see the historian Livy, and, as soon as he had seen him, went back home again.

The story is told frequently, and a good parallel is found in *The Farington Diary* (London, Hutchinson & Co., 1924, edited by James Greig), 3, 140. Farington says:

"General Phipps spoke to me a good deal about Mr. Pitt . . . He said . . . at Bath, on his (Mr. Pitt's) last visit to that place . . . the anxiety of people to see him while he was there

was very great. One man came by a coach 139 miles to see him and having been gratified immediately returned home."

LETTERS FROM
OUR READERS

A REPLY

Readers of THE CLASSICAL OUTLOOK have followed with interest the "controversy" between Professor Norman J. DeWitt and Professor J. B. Titchener, on the merits of Caesar as a second-year author. (See our issues of January, 1949, 42-43; March, 1949, 66-67; and May, 1949, 87-88.)

Professor J. B. Titchener, of the Ohio State University, now writes as follows:

"If I may make a brief reply to Professor DeWitt, I should like to repeat my own major contention that Caesar can be taught both as Latin and as literature. I should also like to stress the point that when I use the word 'teach' it has a full and definite meaning. The fact that one positive and easily-recognized type of prose style can be easily and excellently taught from Caesar I attempted to illustrate in my former article; as well as the fact that in studying literature this kind of precise definition of one style is valuable in and of itself and doubly valuable as a comparison.

"The teaching of poetry, to me at least, is infinitely more difficult. The advocates of Vergil in second-year Latin seem to assume that the reading of a great poet, even in a difficult foreign language, will be rewarding in the matter of poetic appreciation and understanding. Fourth-year students do get something out of Vergil, the poet; precisely what this is, it is difficult to define. Most of them are convinced that Vergil is a poet even if they would have difficulty in explaining what they mean by this, or why. But for anything like a true appreciation of Vergilian poetry they will have to reread two to ten times. The teacher who has read Vergil ten times will feel the poetry; but since one's appreciation grows from one reading to the next, it is easy to forget what was the impression on a first reading. And most teachers with a genuine love for Latin poetry find it very hard to make advanced students share this love—on a first reading.

"Second-year students may be expected to find in Vergil an entertaining story; but until some one accepts my former challenge and instructs

me how Latin poetry can be taught to a second-year class as poetry, I believe we should be on guard against deceiving ourselves, through a very natural optimism, as to what we actually accomplish. For the general and educated public it may be well to state what we hope we are doing without too close an examination; any and every system from scholasticism to progressivism has done and will do this. For my own part and from my own conscience, I do prefer to teach what I know can be taught and what I consider of value; in three words, Caesar, plain-style, and literature."



VERSE-WRITING CONTEST

THE CLASSICAL OUTLOOK will this year conduct another Verse-Writing Contest for high school and college students. Any high school or college student may enter the contest provided he is *this year* studying Latin, Greek, or classical civilization under a teacher who is a member of the American Classical League. Certificates of honorable mention will be awarded to the writers of all verses chosen for publication. Manuscripts must bear the name of the student, of his high school or college, and of his teacher of Latin or Greek. The verse may be in English, Latin, or Greek; the theme must be drawn from classical literature or mythology, or classical antiquity, in the broadest sense of the term. The poems must be entirely original—not translations of passages from ancient authors. No verses which have ever been published, even in a school paper, are eligible. No manuscripts will be returned; and the winning verses are to become the property of the American Classical League. The decision of the Editorial Board of THE CLASSICAL OUTLOOK shall be final. Announcement of the results will be made in the May, 1950, issue of THE CLASSICAL OUTLOOK. Manuscripts will be received up to February 1, 1950. They may be sent to Professor Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y.; Professor W. L. Carr, University of Kentucky, Lexington 29, Ky.; or Professor Konrad Gries, Queens College, Flushing, L. I., New York.



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ACTIVITIES OF THE JUNIOR CLASSICAL LEAGUE

BY ESTELLA KYNE

High School, Wenatchee, Washington

MEMBERSHIP in the Junior Classical League increased 20% in the school year 1948-49. There are again over ten thousand members. If each chapter were as successful as the one at the Incarnate Word High School in San Antonio, Texas, an increase in chapters could be reported also. This school secured as new chapters the Central Catholic and the Alamo Heights groups, in Texas.

Texas, Ohio, and Indiana are the highest ranking states in individual membership. The greatest number of chapters is in Ohio, where there are 44 active at present. Several chapters in Texas each adopted another school, hoping that the Latin students would form a chapter of the JCL. One club in Washington took up a penny offering from the members at each meeting to purchase a silver membership pin. An average of one pin a month was secured in this way, and the pin was sent as a sample to clubs that expressed interest. The same pins will continue to circulate this year as samples. When the chapter heard about any Latin club, they began correspondence with the officers of the club, presenting the advantages of affiliation with a national organization.

The first chapter reporting a television program was the Edward D. Libbey High School in Toledo, Ohio, where the chapter was reactivated last year. Among the other schools reporting broadcasts were St. John at Concord, New Hampshire; Paris, Texas, with a Latin Week broadcast of "Sell JCL"; Cleveland, Ohio, with an "Ides of March" program; Waco, Texas, with a panel discussion on Latin; and Ashland, Kentucky, with a special broadcast for Latin. The broadcast from Concord, N. H., given May 5 in connection with National Music Week, was "Do You Know Music?" The following selections were played: the *Coriolanus* overture, *Pines of Rome*, *Fountains of Rome*,

Daphnis and Chloë. The following week the title of the broadcast was "Do You Know Books"; the club gave selections from *Ben Hur*, *The Unwilling Vestal*, *The Slave Who Dreamed*, *Great Caesar's Ghost*, and *The Last Days of Pompeii*.

Samples of Latin publications came from the following chapters: Cleburne High School in Texas; Webster Groves in Missouri, where a colored view of an Italian villa formed the attractive cover of a four-page mimeographed paper; Latrobe, Pennsylvania, where *The Latin Review*, a monthly mimeograph started this year; Robert E. Lee High School at Baytown, Texas, where the *Forum*, a two-page mimeograph, is prepared; and Henderson (Texas) High School, where *Cumera*, also a mimeograph, is issued six times a year. Printed issues came from *The Roanoke Roman*, now in its twenty-fourth year, at Roanoke, Virginia. The subscription is listed at thirty cents a year. *Nunc et Tunc* is an eight-page quarterly that is beautifully prepared by the students of Waco, Texas. It is now in its twenty-fifth year; copies sell for ten cents each. *The Torch* is being printed for the eighth year as the official publication of the Texas State Junior Classical League.

Movies were made of the "Apollo and the Muses" program at the banquet of the chapter in Latrobe, Pa., in February. The Libbey High School in Toledo, Ohio, had its part in the school history made permanent in a movie in the spring.

Museum trips, in some cases lasting a full day, were made by the chapters at Passaic, N. J., Latrobe, Pa., Toledo, Ohio, Tampa, Florida, and Haver-town, Pa.

The Coles Junior High School at Ashland, Kentucky, observes an annual "Roman Holiday," where one member is crowned as "Venus." She then selects her escort, who becomes known as "Apollo." In October this club had a "Stygian Revel"; and a treasure hunt concluded the evening.

The slave sale at the Robert E. Lee chapter in Baytown, Texas, brought \$94. It was held before the school building. Money was used to defray the expenses of delegates to the state meeting in the spring, so there was no maximum on the bidding.

The chapter at Warren, Ohio, which was established last year, has the seal and the charter displayed in their school during their meetings.

The chapter in Albert Lea, Minnesota, sent an enlarged photograph of their formal initiation of members. A guest speaker for one meeting told of

the Roman ruins left near St. Albans, England, where he had visited recently. Four original historical skits were given at their Roman banquet.

Generous contributions to local philanthropies were made by several chapters. CARE packages were sent to Italy by a Washington State chapter, and one to Salonika, Greece, by Cheyenne, Wyoming; and others were sent by Henderson High School, in Texas, and Libbey High School, in Toledo. The latter chapter also offered two scholarships, valued at \$75 each, to Latin students entering college.

The Dickinson chapter, in Jersey City, N. J., had the enrollment of the third-year Latin increased from 7 to 21. A separate fourth-year class is to be maintained for the first time this year. Three of the Dickinson students placed first in the annual Baird Memorial Latin Contest held at New York University, in which 600 contestants participated. The picture of the active chapter appears in the school yearbook.

A new chapter was formed last year at Yankton, South Dakota. So that all may attend, meetings are held at noon. A Roman banquet was the most energetic program of the year.

A complete history of the chapter for the past ten years is being compiled at Passaic, N. J. A list of former award winners will also be made.

The Latin club at Marine, Illinois, was established in 1934. When the Junior Classical League was established, the club affiliated with it. Of a total school enrollment of only thirty, there are twelve students taking Latin, and all are members of the national organization. Their contribution to the school paper last year was a feature, "Ancient Symbol—Modern Use," where the use of the caduceus and other ancient symbols was explained.

A new chapter with a membership of 80 has been established at the recently completed Mercy High School at University City, Missouri. At one meeting, the president of the local Eta Sigma Phi chapter addressed the group. The playlet *Rubra Cuculla*, available from the Service Bureau, followed the address.

Cathedral Academy established a chapter last year at Albany, N. Y. At a fall meeting they had a "Trip to Hades," adapted from Vergil's *Aeneid*. This was followed by a consecration ceremony in which each candidate left an offering of a yellow rose.

A project contest was held in November at the Havertown, Pa., chap-

ter. Entries included a wood carving of a Trojan horse, an "eruptible" model of Vesuvius, mittens into which were knitted the Latin words "Arma

SAPPHO-LOVER

BY MABEL F. ARBUTHNOT
Texas State College for Women

He has loved Sappho with a hopeless love;

It seems as if he felt her still-warm breath

Upon his cheek, or touched her live dark hair;

As if her vibrant breast had known no death.

But no; her sentient body long has been

Part of the teeming earth from which it came,

And only her sweet spirit comes to him,

Warm and alive with its eternal flame.

virumque cano" and the heads of Trojan soldiers. Each member served on some committee—such as games, music, drama, or art.

Greenville Senior High School in Texas reported a unique exhibit in a local store during American Education Week. The theme of the exhibit was "Our Heritage from the Past to the Present," and it included athletics, law, architecture, engineering, and fashions in clothing. A highlight of Latin Week was the presentation of a plaque to honor the outstanding Latin pupil of each year.

Members at Cheyenne, Wyoming, selected "The History of Our Language" as the theme of the year. The chapter recommends their method of financing their activities—by the sale of pencils in some central location in the school. The members report a net of eight to ten dollars a month from the sale.

Two chapters had their program make use of their locality. In Washington State, one chapter observed National Apple Week in connection with Hallowe'en, by having members write letters to the sponsors of JCL chapters to show how the apple was featured in the club program. The chapter at Notre Dame High School in Moylan-Rose Valley, Pennsylvania, located in a scenic spot, made a field trip to study the scientific names of unusual trees. A compilation of these names in Latin has been made.

The chapter at Henderson, Texas, was host to the annual state meeting,

for which they prepared a convention booklet. They report that at their installation ceremony the president is handed traditional Roman sandals made of wood, thicker at the toes, because presidents have to be "on their toes" to keep things going! The vice-president receives suggestions unused the year before, and the treasurer a money-bag as a symbol of his office. The awards are presented at the annual tea for parents and teachers of the school. The Pallas Athena Trophy is awarded at that time to one of their members by one of the local women's clubs.

The chapter at Dearborn, Michigan, had a "bake sale." For twenty-five cents the members were given a handful of "Roman money." They then bid or bargained for home-baked food.

Favors of discus-thrower cutouts from gold metallic paper were used at the Roman banquet given at the Inglewood, California, High School, when it observed its "Festus Dies" program. Roman masters reclined for the banquet at the Carr Central High School in Vicksburg, Miss. New members who served as slaves were attired in dark brown tunics, and were freed from bondage at the close of the banquet, when they were made official members of the club.

In Central High School, Cleveland, Ohio, the local club known as the Olympians was established in 1904. This makes them one of the longest established groups. Later they affiliated with the JCL. They have on display in their school a Roman villa completed after a year of research and construction by the Industrial Arts department. They will furnish detailed information on the project to those interested.

"Be wise, Latinize," was the slogan for Latin Week at the Parchal High School chapter in Fort Worth, Texas.

The chapter at Webster Groves, Mo., called their school dance the "Caesar Breezer." One chapter in Washington advertised the dance following a football game as "Shades of Hades." Music was furnished by "Nero's Fiddlers," dressed in dark clothes. "Cokes" were advertised as "ambrosia." Patrons and patronesses were named for mythological characters. Posters showed Orpheus searching for his wife, Hercules trying to drag Cerberus from the party, and other characters from mythology who went to the lower regions.

The chapter at Clinton, Iowa, reported that pledges were initiated at a candlelight ceremony. Initiates passed under a large yoke, proceeded to an

anvil, where their chains were broken by the god Vulcan, moved to the "flame of knowledge" where they lighted their candles, and then took the oath of the club and were crowned with wreaths. The club welcomes new members with the official club song. The same chapter prepared an evening scene for their Roman banquet. By means of blue crepe paper, stars, blue lights, a flying horse, and an orange moon, the scene of the banquet was given an out-door atmosphere. The banquet, which was to celebrate the marriage of Peleus and Thetis, was interrupted by Discord's appearance, and the subsequent quarrel over the golden apple. The myth was tampered with to the extent that Paris was brought to the feast by Mercury; there he made his choice after hearing the promises of the three goddesses. The banquet concluded with the wedding ceremony, the cutting of a cake, and a parade through the halls.

One tradition observed by the chapter at Renton, Wash., was that of a hidden treasure. The retiring officers prepared a map on which were given directions for finding the treasure—which was a list of suggestions for the program for the following year.

Combined meetings have been reported in several places during the year. The state Latin convention in Florida was held at Tallahassee. A regional meeting was held at Starkville, Miss., in early December. Chairmen are being appointed for the formation of state federations by Miss Lourania Miller, of Dallas. The best-established state federation is in Texas, where the state meetings were held at Henderson in April, last year. A state directory of members is printed in the fall. The *Torch* is edited by a member from a different chapter each year. Copies of the state constitution used by Texas are available from Miss Miller; those who wish to do so may model a tentative constitution from it. The Immaculate High School in Seattle was host to the first Washington state federation meeting in April. Over 300 delegates attended the conference. Through the organization of state chairmen, membership was increased from 207 to over 600 in one year. Over 500 students from eleven high schools met at Muskegon, Mich., one Saturday for athletic contests, plays, and a general acquaintance program. Several issues of the city papers carried pictures. It was the first event of its kind to be sponsored there.

The Junior Classical League is offering now, by request, a birthday card with a greeting in Latin. The

design is a blockprint of the national emblem. Made in black and white, it sells for five cents, including the envelope, from the Service Bureau. Some chapters have the secretary deliver these cards through the home room, on the appropriate day, or mail them, throughout the summer. Members appreciate this personal attention.

A felt emblem, about four inches square, is now available also. The gold-colored felt has Swiss embroidery in Roman purple silk thread, representing the national emblem. Samples are available from the Service Bureau at 65¢ each. Orders must be placed directly with the Utah Woolen Mills at Salt Lake City, Utah. One hundred must be ordered to obtain the price of 65¢ each. Chapters may combine on their orders. When school colors conflict with purple and gold, another color combination may be substituted, but the design is unaltered.

Chapters receiving publicity, whether local or national, would do a favor to the JCL if they mentioned their national affiliation, where they are known locally by some name taken earlier and still used by them.

At the Latin Institute in Oxford, Ohio, in June, the sponsors of JCL chapters were given an opportunity of having luncheon together in one part of the dining hall. Possibly a more extensive meeting could be arranged for the Institute in 1950.

Members of the national committee are eager to assist you. They are: Lourania Miller, 2543 Gladstone Drive, Dallas, Texas; Sister M. Concepta, R. S. M., Mercy High School, University City, Mo.; Mrs. Louise Foster, Terrace Park, Ohio; Dr. Stewart Irwin Gay, Monticello, N. Y.; and Estella Kyne, Chairman, of the High School, Wenatchee, Wash.

THE FIRST WOMAN "CHANNEL SWIMMER"

(LIVY II, xiii, 6-11)

Ergo ita honorata virtute feminae quoque ad publica decora excitatae, et Cloelia virgo, una ex obsidibus, cum castra Etruscorum forte haud procul ripa Tiberis locata essent, frustrata custodes, dux agminis virginum inter tela hostium Tiberim tranavit sospitesque omnes Romam ad propinquos restituit. Quod ubi regi nuntiatum est, primo incensus ira oratores Romam misit ad Cloeliam obsidem deposcendam: alias haud magni facere; deinde in admirationem versus supra Coclites Muciosque dicere id

facinus esse, et prae se ferre quemadmodum, si non dedatur obses, pro rupto foedus se habiturum, sic deditam intactam inviolatamque ad suos remissurum. Utrunque constitit fides: et Romani pignus pacis ex foedere restituerunt, et apud regem Etruscum non tuta solum sed honorata etiam virtus fuit, laudatamque virginem parte obsidum se donare dixit; ipsa quos vellet legeret. Productis omnibus elegisse impubes dicitur, quod et virginitati decorum et consensu obsidum ipsorum probabile erat eam aetatem potissimum liberari ab hoste quae maxime opportuna iniuriae esset. Pace redintegrata Romani novam in femina virtutem novo genere honoris, statua equestri, donavere: in summa Sacra Via fuit posita virgo insidens equo.



ETA SIGMA PHI AND THE COLLEGES

By WILLIAM CHARLES KOREMACHER
Saint Louis University

THE YEAR 1914 seems a little remote in these days when the half-century mark of the twentieth century is upon us. For 1914 was the year in which the First, not the Second, World War began. Yet it was in 1914, at the University of Chicago, that the organization destined to become Eta Sigma Phi, National Honorary Undergraduate Classical Fraternity, was founded. Ten years later, in 1924, the organization was nationalized; and in 1927 it was duly incorporated under the laws of the state of Illinois. Hence, by 1949, the Fraternity as an organization claims an age of thirty-five years; and in the same year it has been able to celebrate the silver or twenty-fifth anniversary of its nationalization.

From its name, Eta Sigma Phi has objectives that are obvious enough. It is interested in promoting an increased concern for the literature, life, and institutions of ancient Greece and Rome; in rewarding with membership in a respected and honorary group those undergraduates who have distinguished themselves in the classical languages; in forging a closer bond among students of the classics within a given institution, and with like groups in other institutions. The official organ of the Fraternity is a journal, now a quarterly, known as the *Nuntius*. Despite vicissitudes in type, and time and quantity of publication, the *Nuntius* has now completed its twenty-third volume. The Fraternity has an annual convention; and the assembly successfully held at Ohio University, Athens, Ohio, in

April of 1949 was the twenty-first such gathering.

Among the recent activities of the Fraternity have been the Annual Essay Contest and the Freshman Scholarship Grant. The Essay Contest was revived in 1947-1948 after a lapse of some years, and was conducted again in 1948-1949 as the Fourth Annual Essay Contest. It was open to any undergraduate, enrolled, at the time of submission of the paper, in a course of Greek or Latin in an approved American college or university. Papers, certified as to originality and fairness by a faculty member at the contestant's school, were limited to 2,250 words, and were to deal with the topic, "Plato's Apology and Its Meaning for Today." Six prizes were offered, ranging in amount from fifty dollars to seven dollars and fifty cents.

The response in 1948-1949, as a result of a wide publication of the announcement of the Contest, was gratifying. There was a total of sixty-seven entries from thirty different institutions. The board of judges was made up of the following persons: Professor Lillian B. Lawler, editor of *THE CLASSICAL OUTLOOK*, chairman; Mr. Ray Wittcoff, member of the board of directors of the "Great Books" Foundation; and Professor Frank Sullivan, Loyola University, Los Angeles. Entries were identified by code number only.

The vote of the judges resulted as follows: First place was won by Ralph A. Cannon, Wofford College, Spartanburg, South Carolina; second place, by George Kahlbaugh, Franklin and Marshall College, Lancaster, Pennsylvania; third place, by E. L. Mooney, Woodstock College, Woodstock, Maryland; fourth place, by Donna M. Dilworth, Marygrove College, Detroit, Michigan; fifth place, by Charles Alvin Nichols, Jr., DePauw University, Greencastle, Indiana; sixth place, by Ruth Polzin, Mount Mary College, Milwaukee, Wisconsin.

The Freshman Scholarship Grant, offered for the first time in 1948-1949, was open to high-school students carrying the fourth year of high-school Latin, and was administered by the Eta Sigma Phi chapters for schools in their vicinity. It consisted in the translation at sight of a passage of Latin prose. Winners were assigned grants of fifty dollars each, payable during the first semester of 1949-1950, provided the winners were at that time registered in an accredited college or university and were carrying a course in the Greek language.

Entries were received through five chapters of the Fraternity: Pi, at Birmingham-Southern College; Sigma, at Miami University, Oxford, Ohio; Omega, at the College of William and Mary; Alpha Chi, at Tulane University; and Beta Zeta, at Saint Louis University. The eight winners were the following: Through Pi chapter, Carol Jamison, of Phillips High School, Birmingham, Alabama; through Sigma chapter, Carmen Bloedow and Sue White, of Middletown (Ohio) High School; and Dorothy Lorraine Gilbert, Daniel Mann, and Norman Statman, all of Walnut Hills High School, Cincinnati, Ohio; through Omega chapter, Mary Moskos, of Maury High School, Norfolk, Virginia; and through Alpha Chi chapter, Elizabeth C. Goss, Eleanor McCain High School, New Orleans, Louisiana.

The *Nuntius*, official journal of the Fraternity, lists in its latest number thirty-five active chapters, representing eighteen different states. The oldest active chapter is Gamma, Ohio University; and the youngest is Beta Kappa, College of Notre Dame of Maryland, in Baltimore, installed since the Twenty-first Annual Convention.

Officers for 1949-1950 are: National President (Megas Prytanis), Elliott Wilkins, The College of William and Mary; National Vice-President (Megas Hyparchos), William Donovan, Washington University; National Secretary (Megas Grammateus), Donald Rodis, Washington and Jefferson College; National Treasurer (Megas Chrysophylax), Dolores Neff, Ohio University. Professor Gertrude Smith, of the University of Chicago, is Honorary President. The Board of Trustees consists of: Professor Victor D. Hill, Ohio University, chairman; Professor Lillian B. Lawler, Hunter College of the City of New York; Professor W. Frederick Shaffer, Gettysburg College; Professor H. Lloyd Stow, University of Oklahoma; and Professor W. C. Korfmacher, Saint Louis University. Professor Korfmacher serves also as Executive Secretary of the Fraternity and editor of the *Nuntius*.



OBLIVION

BY HERBERT EDWARD MIEROW
Colorado Springs, Colorado

Upon a monument the people wrote:
"Their names shall live when bronze
and stone are dust."
And after lapsing centuries, one day
Among the ruins of the unknown
town,
Was found by strangers from a foreign
shore

The tablet with its characters of
bronze

Engraven in a long forgotten tongue.
Wonder and awe was on them as
they looked

With sadness on the silent syllables,
The strange, weird letters which they
could not read.

Among the people of another age
Unread, unreadable, it nobly stands,
A last, still witness to the deeds of
men

Whose race has sunk into oblivion—
"Their names shall live when bronze
and stone are dust."



VISUAL AIDS IN GREEK

BY KENNETH MILLER

Community High School, Princeville, Illinois
(Editor's Note: Mr. Miller's article was written before Mrs. Thompson's catalogue was published—see page 22. The article and the catalogue complement each other.)

WHILE it would seem that the field of the classics should abound in materials for visual education, it is particularly to be noted that educational institutions themselves have done appallingly little to develop visual aids in the field of the classics. This work has been carried on chiefly by museums. Fortunately, indeed, are teachers who live in cities which maintain museums, for the various museums listed in this paper offer excellent lectures, exhibits, etc., usually for groups within the city only.

While this paper is by no means an exhaustive report, still it is indicative of the dearth of visual aids available for the teaching of Greek. It can only be hoped that the museums will continue their good work in this field.

This paper is intended to aid teachers of Greek, directors of classical clubs, and teachers of Latin who wish to use some Greek material to enrich their classes, to discover what visual materials are at their disposal. Some of these things are available for the asking. For those who are fortunate enough to draw upon funds for the purchase of visual materials it should be helpful to know as many different sources as possible in order to use those funds wisely.

All numbers given with materials are order numbers.

The Cleveland Museum of Art offers the following exhibits for showing within the city only:

1. Pottery, bronzes, and fragments of sculpture in marble and terra cotta, from Greece and Rome.

2. Sculpture: reproductions of small bronze statues of the archaic and classical periods; reproductions of Tanagra figurines showing women in Greek costume of 300 B.C.

3. Sculpture—Animals: reproductions of early Greek bronzes.

4. Sculpture—Human Figures: Fragments in marble and terra cotta of Greek and Roman statues; reproductions in bronze and plaster.

From the Library, sets of slides (3¼" by 4") and pictures can be ordered for use outside the city of Cleveland. For complete information concerning this service address The Library, The Cleveland Museum of Art, Cleveland 6, Ohio.

Available from the Art Institute of Chicago are photographs, color prints on 11" by 4" mounts, lantern slides (3¼" by 4"—many in color); kodachromes (2" by 2"), postcards, and unmounted pictures. Lists of various subjects are sent on request. Address Ruth E. Schoneman, Librarian, Photograph and Lantern Slide Department, Ryerson Library, Art Institute of Chicago, Michigan Avenue at Adams, Chicago 3, Illinois.

In Philadelphia a talk is offered entitled "Life in Greek or Roman Times" (or either Greek or Roman may be requested alone) through the services of the University Museum of the University of Pennsylvania. From the Extension Department of the same museum are available original objects on Greek civilization together with lantern slides, models, mounted pictures, and literature for those who subscribe to Institutional Membership. Also from this museum may be obtained postcards of Greek art and archaeology, 8" by 10" photographs, color prints and black and white reprints, and lantern slides and motion pictures, both sound and silent. For information about such loans, write to the Extension Department, The University Museum, 33rd and Spruce Streets, Philadelphia 4, Pa.

From Mr. B. J. Clark, 145 Main Street, Matawan, New Jersey, 2" by 2" kodachrome slides at \$1.50 each are available in the field of Greek archaeology, chiefly of Paestum and Italy.

Professor Saul S. Weinberg, 211 Jesse Hall, University of Missouri, Columbia, Mo., has colored slides (2" by 2") made in Greece, Sicily, and Italy. The slides are grouped into sets of 25 to 50 slides each. They may be purchased at 50¢ each for slides ordered in sets, 60¢ each for slides ordered singly. Further details and lists of titles may be obtained from Professor Weinberg.

The following black and white postcards at two for three cents are available from The Extension Study, Boston Museum of Fine Arts, 465 Huntington Avenue, Boston 15, Mass.: 273, three-sided relief, front, fifth century B.C.; 584, three-sided relief, end wings, fifth century B.C.; 2, gold earring, fifth century B.C.; 585, seated lion, limestone, archaic; 586, Hermes holding ram, bronze, archaic; 608, bronze mirror stand, ca. 480 B.C.; 123, Hermes, marble, Graeco-Roman period; 124, Homer, marble, Hellenistic period. Also available are several postcards depicting various famous Greek vases.

A portfolio of forty or more plates (12" by 16½"), with captions and text, under the title of "Greek Athletics and Festivals" is obtainable at \$5.20 from the Boston Museum of Fine Arts. Also, the following sets of photographs (about forty in each set) may be borrowed from the Museum: 13, "Archaic Greece" (1000-500 B.C.); 14, "Iliad"; 15, "Odyssey"; 16, "Greek Drama"; 17, "Greek Mythology"; 18, "Greek Athletics and Festivals"; 19, "Greek Daily Life." Also available are the following sets of slides, 3¼" by 4", with thirty-five to forty in each set: "Greek Daily Life"; "Greek Athletics and Festivals"; "Greek Myths"; "Greek Art" (general); "Greek Architecture"; "Greek Sculpture"; and "Greek Minor Arts." There is also a unit of enlarged photographs of Greece and things Greek, including "The Acropolis at Athens," "Ancient Gods and Goddesses," "Classical Myths," "Foreign Trade of the Greeks," and "Plato." In addition, there is a portfolio of black and white reproductions on 15" by 18" matboard, on "Greek Sculpture." For information concerning loan periods and fees, write to the address given above. Loans from the Boston Museum of Fine Arts are restricted to New England and New York.

The Lending Collections of the Metropolitan Museum of Art, Fifth Avenue and 82nd Street, New York 28, N. Y., include black and white picture sets on "Greek Athletics," "Greek Costume," "Greek Pottery," "Iliad," and "Odyssey"; small pictures of Greece and Rome; black and white lantern slides, 3¼" by 4"; kodachrome slides, 3¼" by 4" and 2" by 2"; black and white lantern slide sets, with lecture script, on "The Iliad," "The Odyssey," and "Life in Ancient Greece." Applications for loans of these materials may be made in writing to the address given above.

Standard-sized slides (3¼" by 4") on "The Land of the Minotaur," "The

Story of Athena and Her Temple," "Gods and Heroes of Greece," and units of teaching pictures (about 20 plates with text) on "Life in Ancient Greece" may be borrowed from the Extension Division Loan Room, Brooklyn Museum, Eastern Parkway, Brooklyn, N. Y. As many as thirty of the slides may be borrowed for one week. The sets of pictures named above may be borrowed for two weeks. Both slides and pictures are lent free of charge to educational institutions.

From the Royal Ontario Museum of Archaeology are available illustrations of Greek and Roman armor, ceramics, glass, objects of daily life, sculpture, etc., for purchase by individuals. Through the Division of Extension, Royal Ontario Museum, Toronto 5, Ontario, Canada, interested persons may obtain 14 prints on "Greek Private Life," 33 prints on "Classical Architecture," 30 prints on "Greek Sculpture," 20 prints on "Greek and Roman Occupations and Industries." The last three sets of prints have accompanying notes. Other illustrations are prepared on request. The prints are available in a large variety of sizes, at various prices.

The Film Classic Exchange, Fredonia, N. Y., offers a 16 mm. silent film entitled "Ulysses," in two reels, at a rental of seven dollars. It is admittedly an old picture (1909), but it is the only film showing the story of Ulysses.

The Walters Art Gallery, Baltimore 1, Md., offers the following materials on Greek subjects: *The Greek Tradition, An Exhibition*, a catalogue of 89 pages with 45 illustrations, at 60¢; *Ancient Greek Dress*, by Dorothy Kent Hill, a pamphlet of 16 pages and 15 illustrations at 30¢; *The Dance in Classical Times*, by Dorothy Kent Hill, 16 pages, 14 illustrations, at 30¢; *Soldiers in Ancient Days*, by Dorothy Kent Hill, 8 pages, 10 illustrations, at 20¢; *Pottery in the Ancient World*, by Dorothy Kent Hill, 4 pages, 4 illustrations, at 10¢; a postcard folder (10 cards) of Greek vases, at 20¢ (No. 64); colored postcards, at 10¢ each, of the following: 39, Flying Nike, Greek, 500 B.C.; 40, Bronze statuette, Athena, Greek, 5th century B.C.; 41, Head of a goddess, Greek, type of the 5th century; 42, Bronze Eros, Graeco-Roman; 43, Bronze eagle, Greek, Hellenistic. All orders should be addressed to the Librarian, Walters Art Gallery. Checks should be made payable to the Trustees of the Walters Art Gallery.

Catalogues of prints of various sizes, together with current prices, may be

purchased from The Perry Pictures Co., Malden, Mass., and from The University Prints, 11 Boyd St., Newton, Mass. The pictures published by these companies cover historical, archaeological, and other cultural fields, and deal with many peoples of the world. The teacher will find these pictures valuable in the classroom, but he will have to select pictures judiciously when ordering in order to obtain the best and latest prints. The number of prints published by these companies prohibits a listing here of those that would be useful in the teaching of Greek or of Greek civilization.

For more complete information than it is possible to give here concerning the services of the various sources mentioned, interested persons should write to the addresses given in this paper, for lists of prices, subjects, types of material, etc., stating their specific needs or wants.

BOOK NOTES

How to Build a Better Vocabulary.
By Maxwell Nurnberg and W. T. Rhodes. New York: Prentice-Hall, Inc., 1949. Pp. xii+288. \$2.95.

Millions of words have been written about words, and the practice goes on unabated. Of the popularizing books, this one is the wittiest and the most learned that has come to this reviewer's attention. It is obviously addressed to the better-than-average reader who would like to become still better. The subtitle is "The Technique of Mastering Words for Reading, Speaking, Writing." Amusing cartoons, intriguing word stories, and humorous anecdotes are generously employed as a part of the technique for fixing in the reader's mind some two thousand important words culled from contemporary publications. The headings of the first four chapters give some idea of the book's contents and the author's style: "Anyday Words for Everyday Use," "The Company Words Keep," "Divide and Conquer," "Deep Are the Roots." Other chapter headings are: "Words That Make the Headlines," "Every Word Has a History," "Myths That Still Live," "Words for the Atomic Age." The two final chapters are devoted to samples of the vocabulary questions commonly found in intelligence and scholarship tests.

Any teacher of Latin, Greek, English, or Linguistics will find this book a treasure chest from which he can

draw amusing and instructive illustrations of almost any phase of word study. The authors rarely go astray in matters of etymology, as do so many "how-to" writers on the subject. However, when they say on page 134 that *basilica* and *basilisk* "are in no way related," they seem to have forgotten the second half of their own excellent advice (on page 21) about tying words down in one's mind: "Learn them in context; get alongside. Fix them through association; get inside." And teachers of Latin might justly charge them with being unfair to principal parts when they sum up their chapter on "Divide and Conquer" with the word play: "*Veni, (di)vidi, vici*, I came, I divided, I conquered." (page 33).

—W. L. C.

The Syracusan Women of Theocritus. An Acting Version of the Fifteenth Idyl. By Herbert Newell Couch. Providence, R. I.: Arx Antiqua, 1949. Sold by Arx Antiqua, Brown University, Providence 12, R. I. Pp. 13. Paperbound. 50¢

The fifteenth Idyl of Theocritus has been translated in innumerable ways, and put into innumerable forms. Most of the translations, like the original, have been dramatic, or at least pseudo-dramatic; and the Idyl has often been staged. The trouble is, however, that the poem has a shifting point of view, a flowing continuity, which defies the conventional stage. Inevitably, not many years ago, the Idyl was made into a radio script. The new medium of radio proved a happy one for the interpretation of the poem. Now, in the most recent version of the Greek poem, Professor Couch has made use of what is probably the best medium of all for its presentation to a modern audience: he has written it as a script for an amateur motion picture, done in color, with accompanying sound. Once effected, this method of projection is so entirely natural for the Idyl that one wonders that it was not thought of long ago. It seems as if Theocritus must actually, in his imagination, have had a strongly premonitory vision of the method of the motion-picture scenario of today! The observer first looks in on Gorgo and Praxinoë in the latter's home, then follows them easily out into the street, through the crowds to the palace, past the horsemen and the Old Woman and the First Stranger. He looks with them at the decorations of the palace, and at the recumbent statue of Adonis. He hears the quarrels of the women with the Second Stranger, and then the Adonis Song. Finally, he sees the two

women embrace, and depart to their homes. It is all very natural, very colorful.

The translation, in "rhymed couplets and lyric stanzas," is close to the original Greek. For the most part the language of the dialogue is a little quaint and stilted—perhaps purposefully; but occasionally, by way of surprise, there is a little touch of the colloquial or the modern. The chief deviation from the original is the Adonis Song, which is divided into ten stanzas, some of which are recited by two semi-choruses, and others of which are sung by Theocritus' Argive singer.

Throughout, explanatory notes and stage directions help the reader and the performer to understand what is happening.

This reviewer, at least, would like very much to see the motion picture of which this is the scenario.

—L. B. L.

Swans and Amber: Some Early Greek Lyrics Freely Translated and Adapted. By Dorothy Burr Thompson. Toronto: University of Toronto Press, 1948. Pp. xii+194. \$2.75.

Here is a little volume to be recommended in the highest terms to students of Greek art and literature, as well as to lovers of poetry and bibliophiles in general. Its author, well-known in archaeological and museum circles, has published for the delectation of the reading public a choice gathering of her translations from the fragmentary early Greek lyricists. All the great names are there, some (Callinus and Mimnermus) represented by one selection only, others in greater bulk (from two by Xenophanes to twenty-eight by Sappho). Of special interest are the *scolia* and folksongs (including the famous Rhodian Swallow Song) that comprise the final section; these authentic products of the ancient Greek people are too often unknown or ignored. The translation is uniformly admirable: done in completely natural English, yet undeniably Greek in its clarity and simplicity (*simplex munditiis* is the phrase), and excellently adapted to the individual quality and style of the various poets. Mrs. Thompson is particularly to be commended for the skill with which she has restored single fragments or combined scattered scraps of verse into a unified whole.

Another delightful feature of the book is the reproduction of figures from Greek vase-paintings, often accompanied by quotations from the poems they illustrate, "written as the vase-painter of the poet's land and day

might have written them." Chosen with a fine sense of the appropriate, they add charm and distinction. Equally valuable in the creation of an atmosphere for enjoyment are the succinct introductions on "The Early Greek World" and on the different groups of poems.

Swans and Amber will make the perfect gift or prize book.

—K. G.

MATERIALS

Junior Classical League emblems, in felt, about four inches square, to be sewed upon sweaters or other garments, are available from the Utah Woolen Mills, Salt Lake City, Utah. The felt is gold-colored; the JCL emblem is embroidered upon it in Roman purple silk thread. Schools may substitute their own colors if they wish; but 100 emblems must be ordered at once. The price is 65¢ each, in lots of 100. Two or more schools may combine in ordering. Orders should be sent to the Utah Woolen Mills.

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5¢ for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a nonprofit-making organization, it cannot absorb losses such as this.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. Carr, Director

The Service Bureau announces the following new or recently revised mimeographs:

- 448. A List of Secondary Latin Textbooks. Revised September 1, 1949, by W. L. Carr. 10¢
- 643. An Initiation Ceremony, including a Program of Twenty Questions. Can be used also as a radio or assembly program. By students of Mrs. Gladys Laird. 3 boys, 2 girls, many extras. 20 minutes. 25¢.

- 644. Life with Octavia. By Irene Grafton Whaley. A play in English, dealing with the home life of the Romans. 10 girls, 3 boys. 25 minutes. 25¢
- 645. Michael McGee Takes His B.A. Degree. By Ilanon Moon. From THE CLASSICAL OUTLOOK for May, 1948. A penetrating satire on our educational system. 15¢
- 646. An Ancient Choral Dance. By Lillian B. Lawler. Can be performed by any number of girls or boys. Requires no special ability or dance training. 15¢
- 647. Cultural Periods in Ancient Italy. By W. L. Carr. An outline for teaching "background." 5¢
- 648. Latin Address at the Conferring of an Oxford Degree on Gen. Eisenhower. 5¢

The Service Bureau announces the following materials for the Junior Classical League:

JCL birthday cards, with the words "Tibi Laetum Natalem" and the JCL emblem printed in black on white. Envelopes. Price, 5¢ each.

JCL seals, one inch in diameter, bearing the JCL emblem in purple and gold. Dye-cut, ten seals to a sheet. Price, 10¢ a sheet.

The Service Bureau, in cooperation with the Archaeological Institute of America, offers the following new catalogue:

A Catalogue of Visual Aids for the Civilization, History, Art, Archaeology, and Literature of Egypt, the Bible Lands, Mesopotamia, Greece, Rome, and PreColonial America. By Dorothy Burr Thompson. Price 50¢

The Service Bureau has available the following materials, previously offered:

LATIN WALL CALENDARS

Always useful because of their beautiful pictures, the remaining 1948 Latin wall calendars are now offered at reduced prices. There will be no Latin wall calendar for 1950.

The 1948 calendar bears the title "The Classical Influence on American Architecture." Price, 50¢

MATERIALS ON CLASSICAL CLUBS

Mimeographs

- 94. Some Suggestions on How to Give a Roman Banquet. 15¢
- 103. Some Latin Versions of Well-Known Latin Songs. 20¢
- 146. Games for Latin Clubs. 10¢
- 152. Rota. An old Roman game. 5¢
- 157. Classical Club Programs from Eastern High School, Baltimore, Md. 20¢
- 168. Notes on Classical Clubs in New York City. 20¢
- 189. Constitution of a Latin Club Called the S. P. Q. R. 15¢

- 212. Two Programs for Classical Clubs. 10¢
- 254. A List of Dances and Drills Suitable for Classical Programs. 15¢
- 264. Ten Ancient Roman Recipes from Cato's *De Agri Cultura*. 15¢
- 325. A Bibliography for Roman Banquets. 10¢
- 328. "Open House" in the Latin Department. 10¢
- 337. Conundrums for the Latin Clubs. 15¢
- 338. Suggestions for Latin Club Meetings. 10¢
- 339. Bibliography of Games to be Used in Connection with the Teaching of Latin. 5¢
- 351. Supplementary Activities for Latin Clubs. 15¢
- 352. A Roman Peasant's Dinner. 10¢
- 356. The Delphic Oracle—An Evening's Entertainment. 10¢
- 360. A Bibliography on the Romans in Britain. Completely revised, by Lt.-Col. S. G. Brady, U. S. Army, Retired. 20¢
- 416. A Banquet of the Gods—A Guessing Game. 10¢
- 433. Dominoes—A Conjugation Game Designed to Vary Drill in the First Year. 5¢
- 472. A Suggestion for Using Charades in a Latin Club. 5¢
- 505. Some Suggestions for Conducting a Greek Club. 5¢
- 519. Mottoes for Latin Clubs and Classes. 15¢
- 534. More Suggestions for Latin Clubs. 10¢
- 560. Amusement for Latin Pupils—A Word Game. 5¢
- 565. Suggestions for Latin Club Initiations. 15¢
- 577. A Classical Club Constitution in Latin. 10¢
- 586. A Mythological Football Rally. 15¢
- 590. A Latin and Greek Club for Nurses. 15¢
- 596. "The Marines' Hymn" and "Anchors Aweigh" in Latin. 10¢
- 599. "The Caissons Go Rolling Along" and the Army Air Corps Song in Latin. 5¢
- 607. Our Latin Verb Town. A Game for the Whole Club to Play. 15¢ Additional charts in quantities, 1¢ each.
- 611. Some Typical Latin Question Words and the Forms Used in Answer. 5¢
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